

West Ashley High School

4060 West Wildcat Blvd.

Charleston, SC 29414

Grades	9-12 High School	
Enrollment	1,861 Students	
Principal	Mary T. Runyon	843-573-1201
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	Good	Good*
2011	Average	Excellent
2010	Below Average	At-Risk
2009	Average	At-Risk
2008	Average	Excellent

* The School's 2012 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS

Excellent	Good	Average	Below Average	At-Risk
12	23	9	0	5

* Ratings are calculated with data available by 11/14/2012.

High School Assessment Program (HSAP) Exam Passage Rate: Second Year Students

	Our High School			High Schools with Students Like Ours		
Percent	2010	2011	2012	2010	2011	2012
Passed 2 subtests (%)	77.7%	72.8%	77.1%	77.7%	78.4%	77.4%
Passed 1 subtest (%)	11.5%	15.6%	15.6%	11.6%	12.4%	14.3%
Passed no subtests (%)	10.8%	11.6%	7.3%	11.0%	9.7%	10.5%

HSAP Passage Rate by Spring 2012

	Our High School	High Schools with Students Like Ours
Percent	90.7%	90.4%

Four-Year Cohort Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011*	2012	2011	2012
Number of Students in Four-Year Cohort	522	524	282	276
Number of Graduates in Cohort	338	364	201	186
Rate	64.8%	69.5%	72.2%	71.8%

*Used to calculate current ESEA/Federal Accountability Grade.

Five-Year Graduation Rate

	Our High School		High Schools with Students Like Ours	
	2011	2012	2011	2012
Number of Students in Cohort	555	513	291	272
Number of Graduates in Cohort	342	368	205	194
Rate	61.6%	71.7%	70.0%	74.4%

End of Course Tests

Percent of tests with scores of 70 or above on:	Our High School	High Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	80.4%	74.8%
English 1	63.8%	66.5%
Biology 1/Applied Biology 2	80.4%	77.4%
US History and the Constitution	45.4%	49.3%
All Tests	69.6%	66.5%

* High Schools with Poverty Indices of no more than 5% above or below the index for this school.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=1,861)				
Retention rate	6.7%	Up from 6.4%	3.3%	3.0%
Attendance rate	94.0%	Up from 92.3%	95.5%	95.3%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	6.3%	Down from 6.4%	0.5%	0.9%
Enrolled in AP/IB programs	8.8%	Down from 13.6%	11.3%	13.4%
Successful on AP/IB exams	37.5%	Down from 46.0%	49.6%	50.9%
Eligible for LIFE Scholarship	30.6%	Up from 30.0%	32.2%	30.1%
Annual dropout rate	4.1%	Up from 2.9%	2.8%	2.3%
Career/technology students in co-curricular organizations	2.2%	Up from 0.2%	1.6%	2.7%
Enrollment in career/technology courses	1266	Up from 1181	336	395
Students participating in work-based experiences	2.0%	Up from 0.0%	7.1%	7.4%
Career/technology students attaining technical skills	80.3%	Up from 1.0%	82.9%	84.0%
Career/technology completers placed	98.0%	Down from 99.3%	99.6%	98.4%
Teachers (n=126)				
Teachers with advanced degrees	54.0%	Down from 57.7%	62.1%	63.2%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	83.8%	Down from 85.0%	87.4%	86.6%
Teacher attendance rate	98.6%	Up from 96.8%	95.3%	95.2%
Average teacher salary*	\$44,245	Up 0.6%	\$47,077	\$47,326
Professional development days/teacher	7.9 days	Down from 14.7 days	9.8 days	9.7 days
School				
Principal's years at school	4.0	Up from 3.5	4.0	4.0
Student-teacher ratio in core subjects	32.4 to 1	Up from 30.1 to 1	28.1 to 1	27.1 to 1
Prime instructional time	92.0%	Up from 89.1%	89.7%	89.4%
Dollars spent per pupil**	\$7,519	Up 1.8%	\$7,539	\$7,708
Percent of expenditures for teacher salaries**	60.5%	Down from 60.8%	56.9%	57.1%
Percent of expenditures for instruction**	62.4%	Up from 62.2%	59.5%	59.6%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.6%	98.5%	97.8%
Character development program	Excellent	No Change	Good	Good
Modern language program assessment	N/A	N/A	Average	Good
Classical language program assessment	N/A	N/A	N/A	Average

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Performance By Student Groups

	HSAP Passage Rate by Spring 2012		End of Course Tests Passage Rate		On-time Graduation Rate, 2012	
	n	%	t	%	n	%
All Students	366	90.7%	1926	69.6%	524	69.5%
Gender						
Male	184	90.2%	973	71.9%	272	63.6%
Female	182	91.2%	952	67.3%	252	75.8%
Racial/Ethnic Group						
White	135	95.6%	747	82.7%	207	72.0%
African American	207	87.4%	1053	60.2%	281	68.0%
Asian/Pacific Islander	N/A	N/A	44	86.4%	12	58.3%
Hispanic	14	92.9%	79	63.3%	21	81.0%
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status						
Disabled	55	63.6%	170	34.7%	71	46.5%
Migrant Status						
Migrant	N/A	N/A	N/A	N/A	N/A	N/A
English Proficiency						
Limited English Proficient	12	83.3%	75	68.0%	18	61.1%
Socio-Economic Status						
Subsidized meals	190	85.3%	1122	61.9%	270	64.4%

NOTE: n=number of students on which percentage is calculated; t=number of tests taken.

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Report of Principal and School Improvement Council

The belief that we educate, encourage, and empower each student to achieve success in their high school career is the foundation of our commitment to our students and our community. Our commitment to closing the achievement gap, increasing our graduation rate and increasing the achievement level of all 1900 students permeates the work of our faculty and staff. We are especially proud of the 408 graduates who earned \$3.8 million in scholarships including 125 Life Scholarships and 13 Palmetto Fellow Scholarships. They will move into post secondary institutions of higher education to pursue careers in health science, engineering, graphic design, fine arts, teaching, culinary arts, accounting and multiple areas of computer technology. Our athletes excelled in football, basketball, soccer, volleyball, golf, swimming and tennis while our NJROTC Unit's Rifle Team placed 2nd in the region, 1st in the state and 7th in the nation. It is a Distinguished Unit with Academic Honors. The band and chorus achieved Superior ratings in state competitions while Art and Drama students were recognized for outstanding work and performances. The activities and accomplishments of our students are as diverse as the student population we serve and they reflect the commitment of WAHS to promote confidence, leadership skills, and problem solving skills along with academic achievement.

We recognize the challenges we face in increasing our End of Course exam scores, increasing the number of students who take the 10 Advanced Placement courses and 6 Dual Credit courses. The literacy interventions in reading and writing across the curriculum focus on engaging our students and supporting their academic achievement. The additional technology available in our classrooms prompted our teacher curriculum teams to revisit the curriculum standards, instruction and assessments as they look to embrace the common core standards and increase the high expectations they have for our students.

As a community school we value the parents of our students and the business partners who extend their support to every facet of our school. The interactions with the faculties and students from the institutions of higher education in our community allow us to expand our horizons and connect our students to opportunities that they would not typically experience. Recent Robotics and Trebuchet competitions found WAHS students working along side engineers, and statisticians to generate solutions to real world problems that prepare them for life well beyond their high school years. These opportunities and challenges motivate our faculty, staff and parents to work in unison to fulfill our mission statement and focus on the aptitudes, interests and abilities of our students thus build their knowledge base, demonstrate their level of skill proficiency and appreciate the diversity of our student population!

Mary T. Runyon, Principal

Robert Veronee, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	28	314	114
Percent satisfied with learning environment	75.0%	69.0%	78.6%
Percent satisfied with social and physical environment	85.7%	70.3%	71.7%
Percent satisfied with school-home relations	35.7%	77.7%	75.2%

* Only eleventh grade students and their parents were included. For schools without grade eleven, only the highest grade was included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	77.9
Overall Grade Conversion	C

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

West Ashley High School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☐ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☒ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality Data

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.5%	0.0%	No

Abbreviations for Missing Data

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested	Graduation Rate
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Grades 9-12

All Students	231	227	81	70	99.8	99.6	64.8
Male	227	228	83	71	100.0	100.0	55.9
Female	234	226	80	69	99.6	99.1	73.3
White	239	237	86	75	99.5	99.5	66.3
African American	222	216	76	67	100.0	99.5	62.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	78.9
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	208	203	N/A	66	100.0	100.0	35.8
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	70.6
Subsidized meals	224	220	77	67	100.0	99.5	59.4
Annual Measurable Objective (AMO)	223	220	76	71	95.0	95	73.1

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Two-Year HSAP Trend Data

	School Year	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient or Advanced*
English/Language Arts								
All Students	2011	487	98.4	12.8	35.0	35.4	16.8	62.0
	2012	457	99.8	7.6	40.2	32.1	20.1	66.1

Mathematics								
All Students	2011	486	98.1	23.8	39.2	28.4	8.6	49.9
	2012	456	99.6	20.8	31.2	29.6	18.5	58.2

Abbreviations for Missing Data